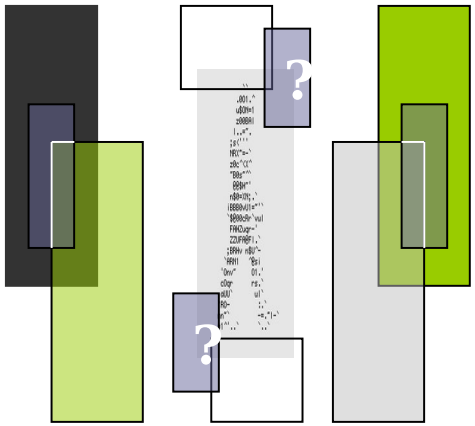
De-escalating & Re-directing Behavior in the Classroom



Kurt LaRose, MSW

"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove . . . . but the world maybe different because I was important in the life of a child." Davis

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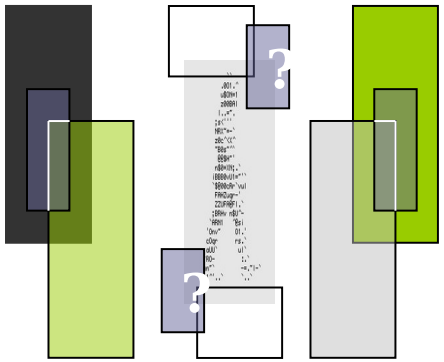
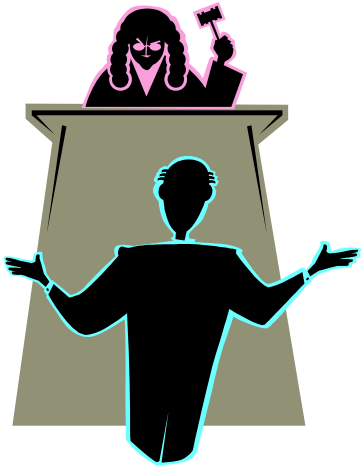


Goals Today …

- Review common classroom dynamics
- Advance & practice concepts to alter dynamics
- Emphasize that success is not about “them” but “us”
- Encourage Your Input & Comments
- Offer support for your role in the classroom

De-escalating and Re-directing

- This training is not about judgment or blame



"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove . . . . but the world maybe different because I was impo

Davis

A Few Stats to Consider

Total Students	**3378**
F/T Staff	**534**
ISS/OSS	**1207**
ESE	**762**
Drop Outs	**33**

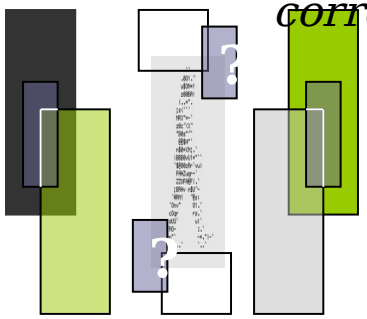
Students to Suspensions
3378:1207

Suspensions to FT Staff
1207:534

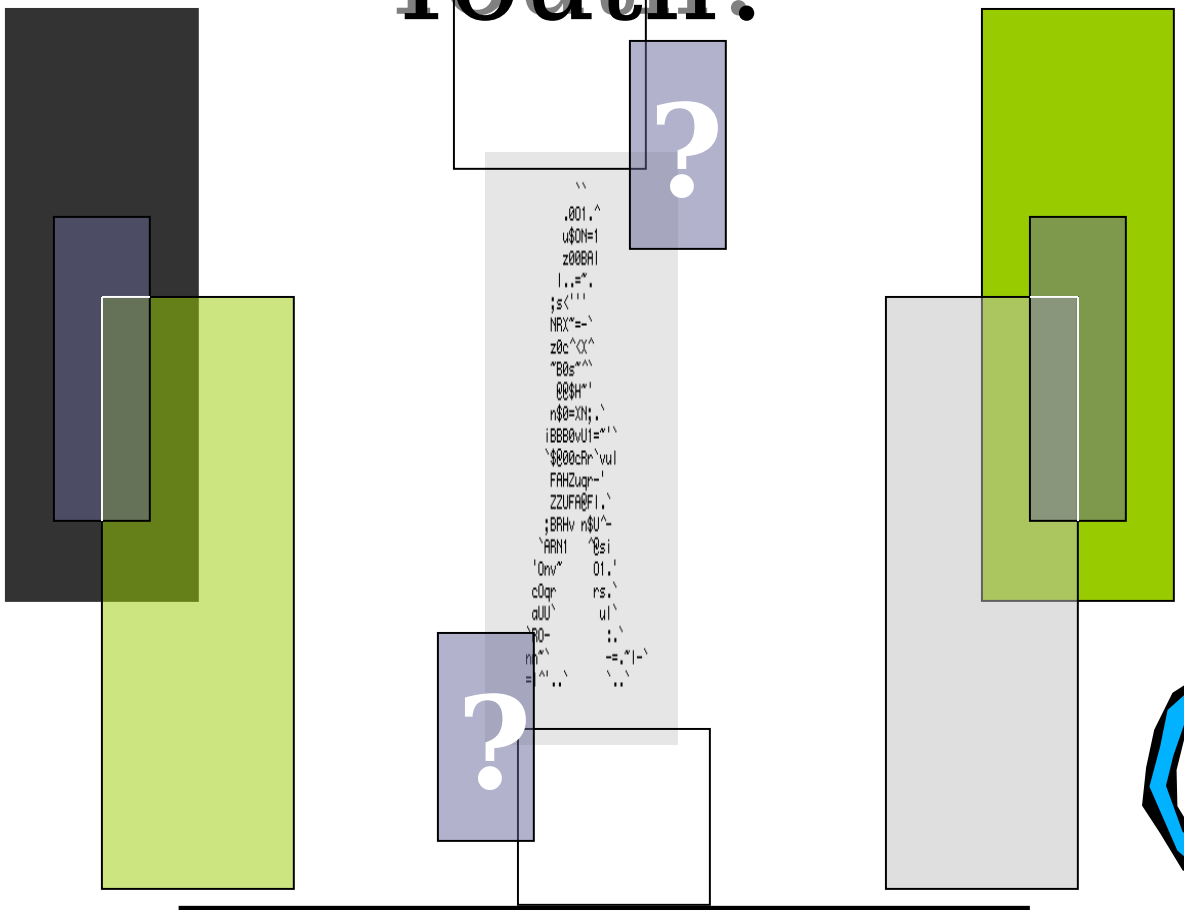
Suspensions to ESE
1207:762

www.firn.edu/doe/eias/flmove/taylor.htm
(January, 2007)

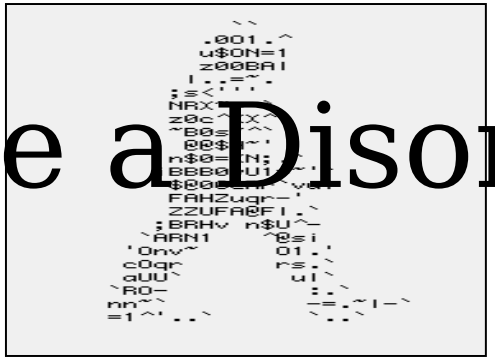
Note: *The ratios have not been analyzed for causal or correlational relationships.*



What is Happening With Today's Youth?



Do they have a Disorder?



Trouble with **Mental Disorder**

Trouble with Study Habits

Trouble with Self Control

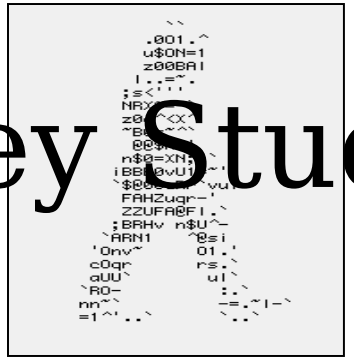
Trouble with Respect

Trouble with Drugs

Trouble in Families

Trouble with Sex

Can’t They Study?



Trouble with Mental Disorders

Trouble with **Study Habits**

Trouble with Self Control

Trouble with Respect

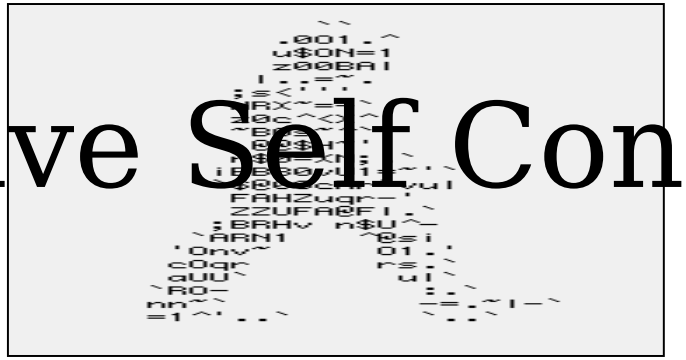
Trouble with Drugs

Trouble in Families

Trouble with Sex

?

Do They Have Self Control?



Trouble with Mental Disorders
Trouble with Study Habits
Trouble with **Self Cont**
Trouble with Respect
Trouble with Drugs
Trouble in Families
Trouble with Sex

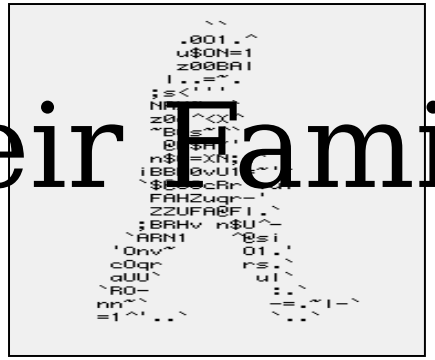
Do They Have Respect?

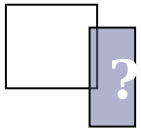
Trouble with Mental Disorders
Trouble with Study Habits
Trouble with Self Control
Trouble with **Respect**
Trouble with Drugs
Trouble in Families
Trouble with Sex

Are They on Drugs?

Trouble with Mental Disorders
Trouble with Study Habits
Trouble with Self Control
Trouble with Respect
Trouble with **Drugs**
Trouble in Families
Trouble with Sex

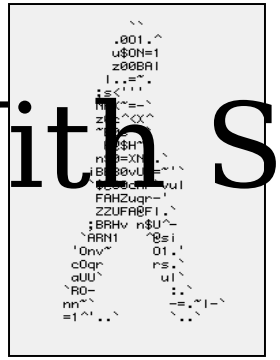
Is It Their Family?





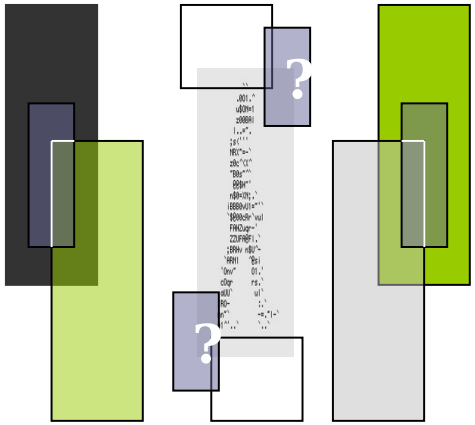
Trouble with Mental Disorders
Trouble with Study Habits
Trouble with Self Control
Trouble with Respect
Trouble with Drugs
Trouble in **Families**
Trouble with Sex

Problems With Sex?



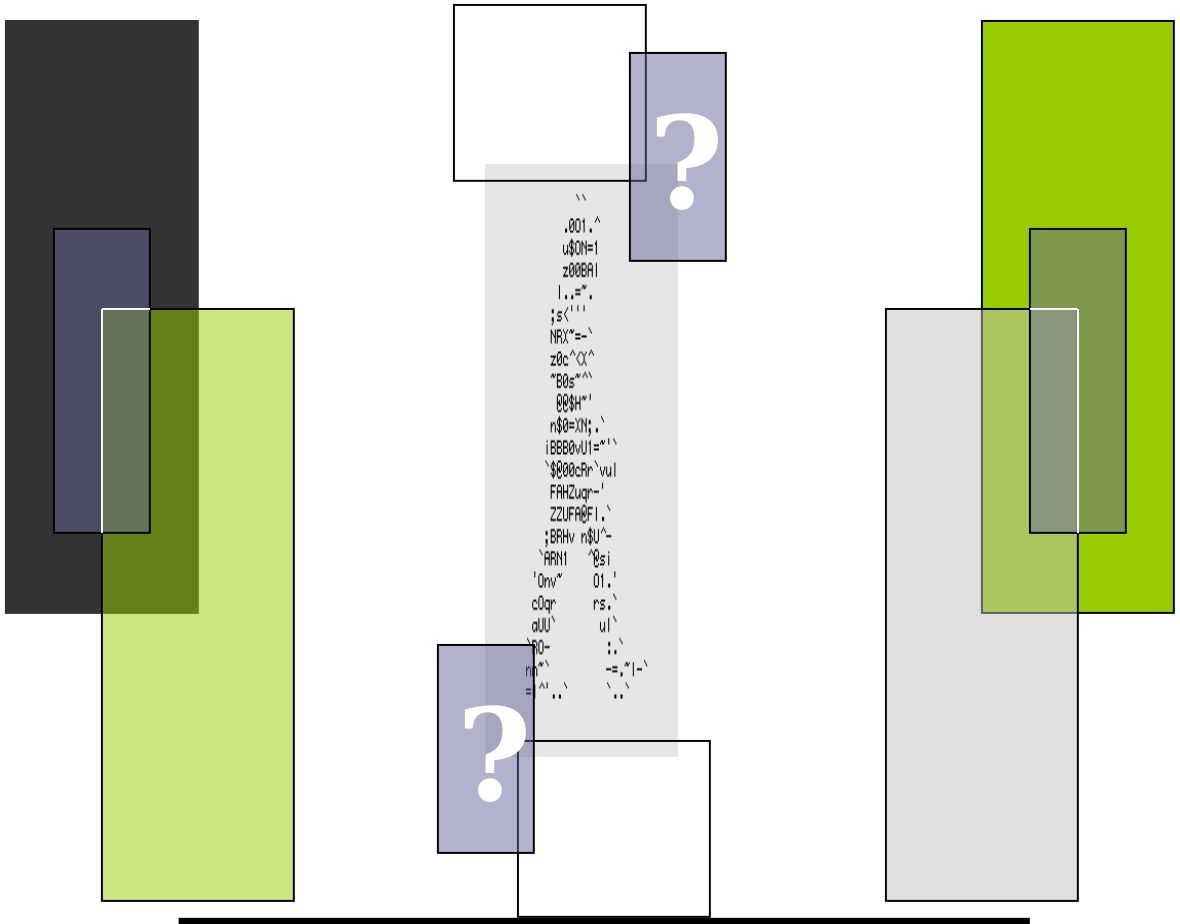
Trouble with Mental Disorders
Trouble with Study Habits
Trouble with Self Control
Trouble with Respect
Trouble with Drugs
Trouble in Families
Trouble with **Sex**

Yes, Yes, and Yes ...

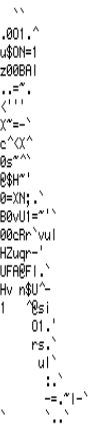


Mental Disorders
Study Habits
Self Control
Respect
Drugs
Families
Sex

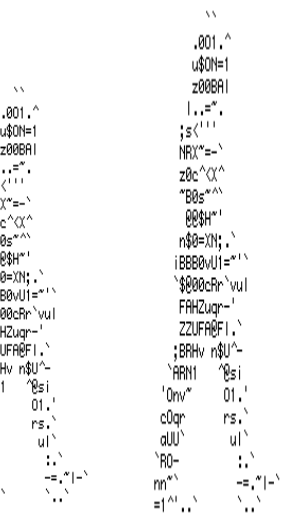
Are There Any Other Possibilities?



Children Are Born...



They Grow Up.



And IF Everything Happens ...

Exactly as it Should ...

Developmentally Perfect ...

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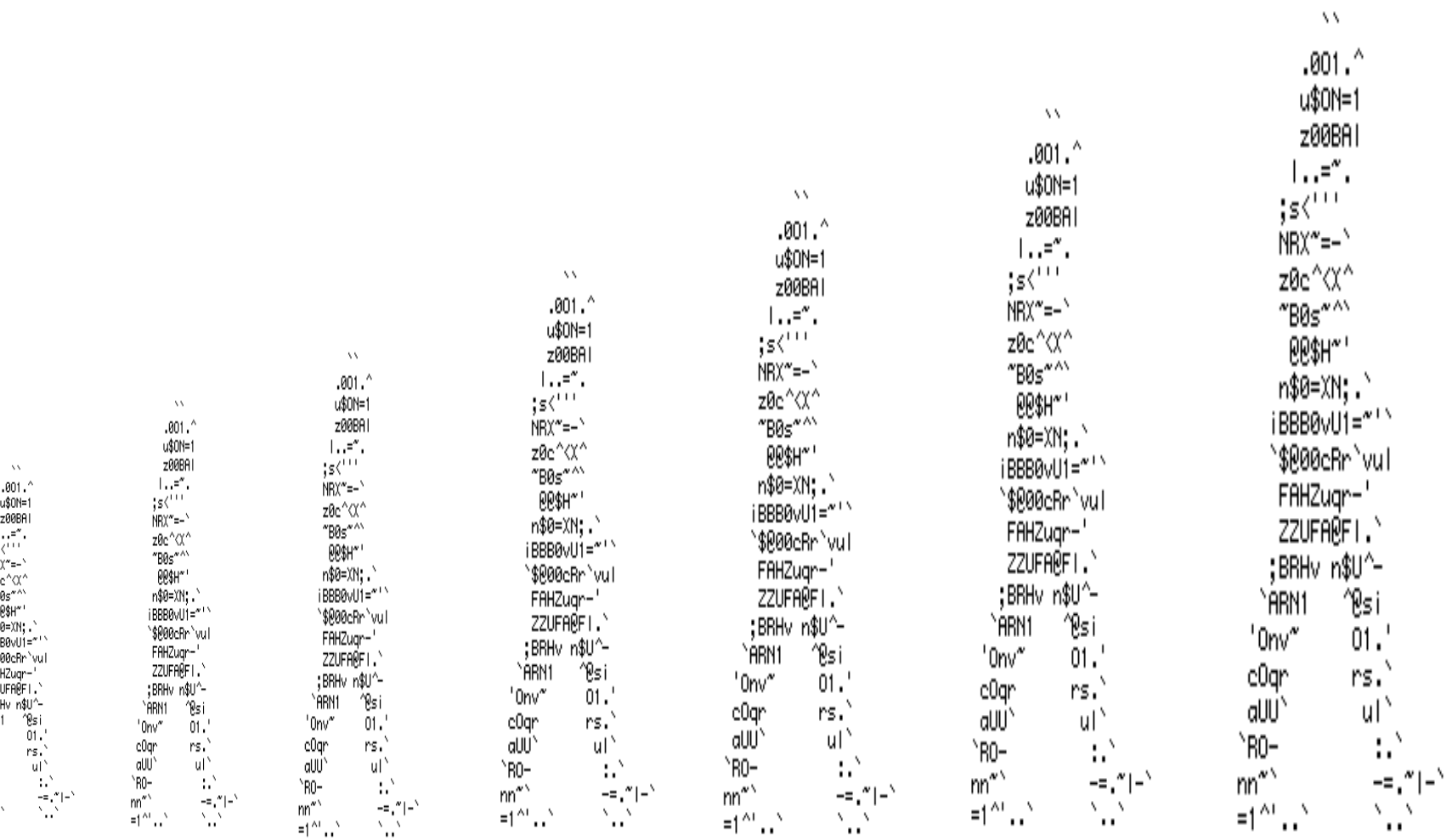
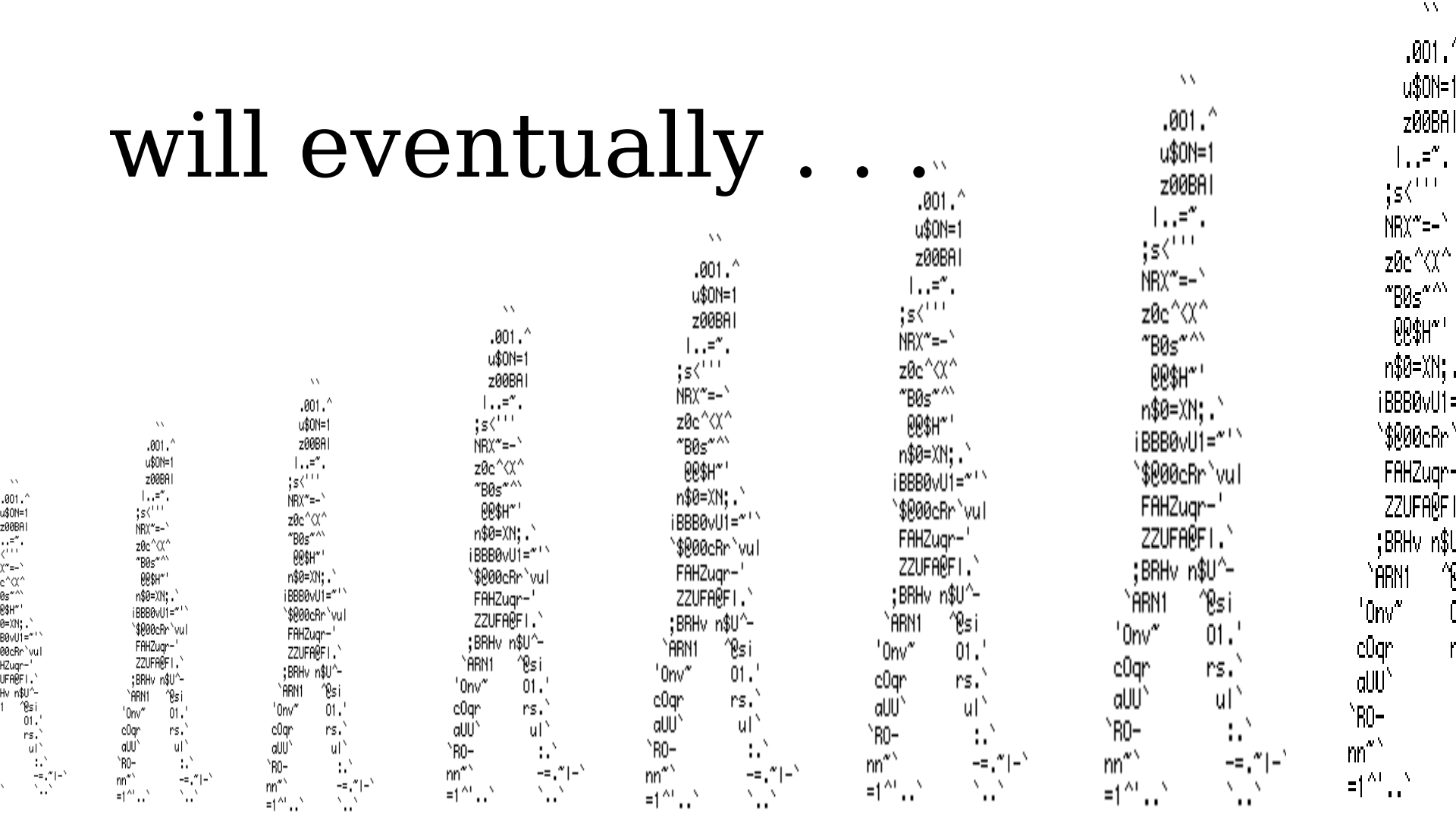
And Without a Flaw ...

Guess What ...

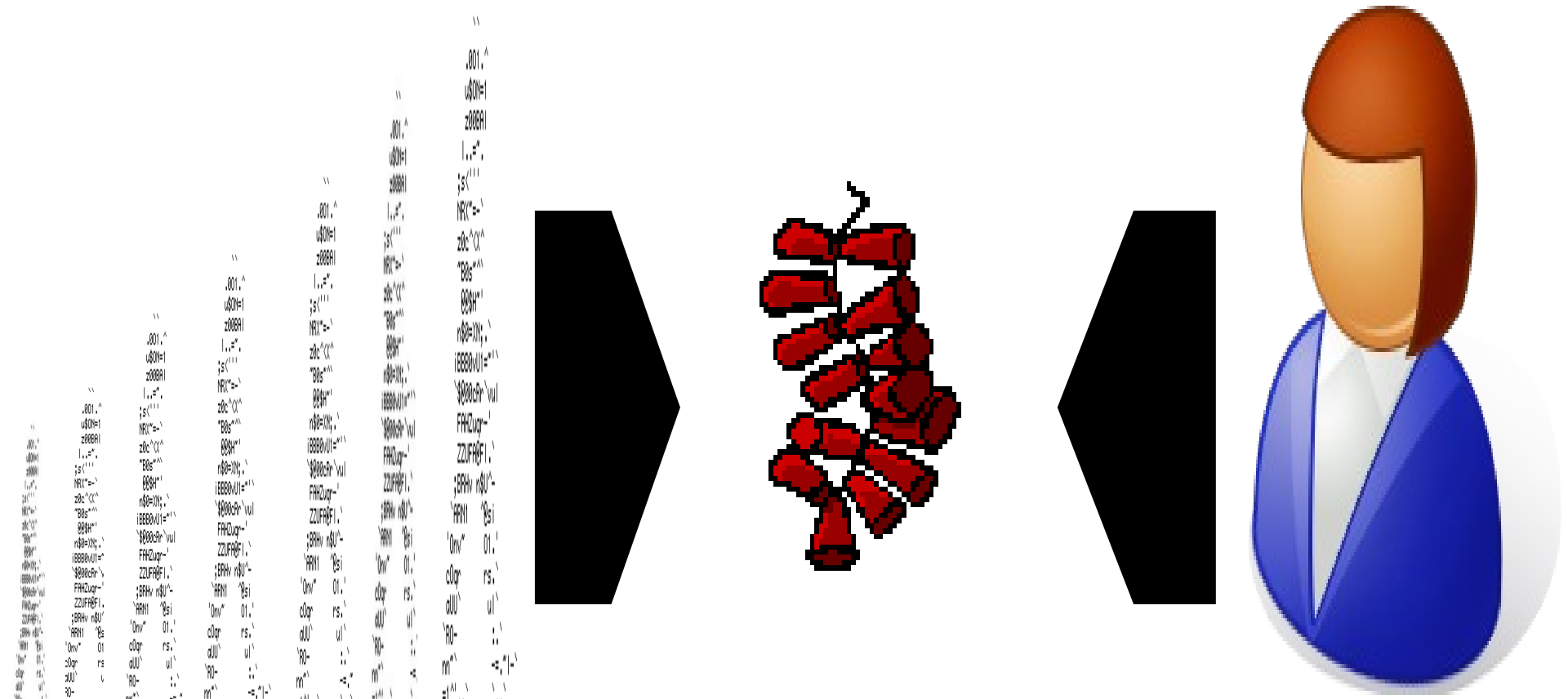


Children & Teachers

will eventually . . .



Crash.



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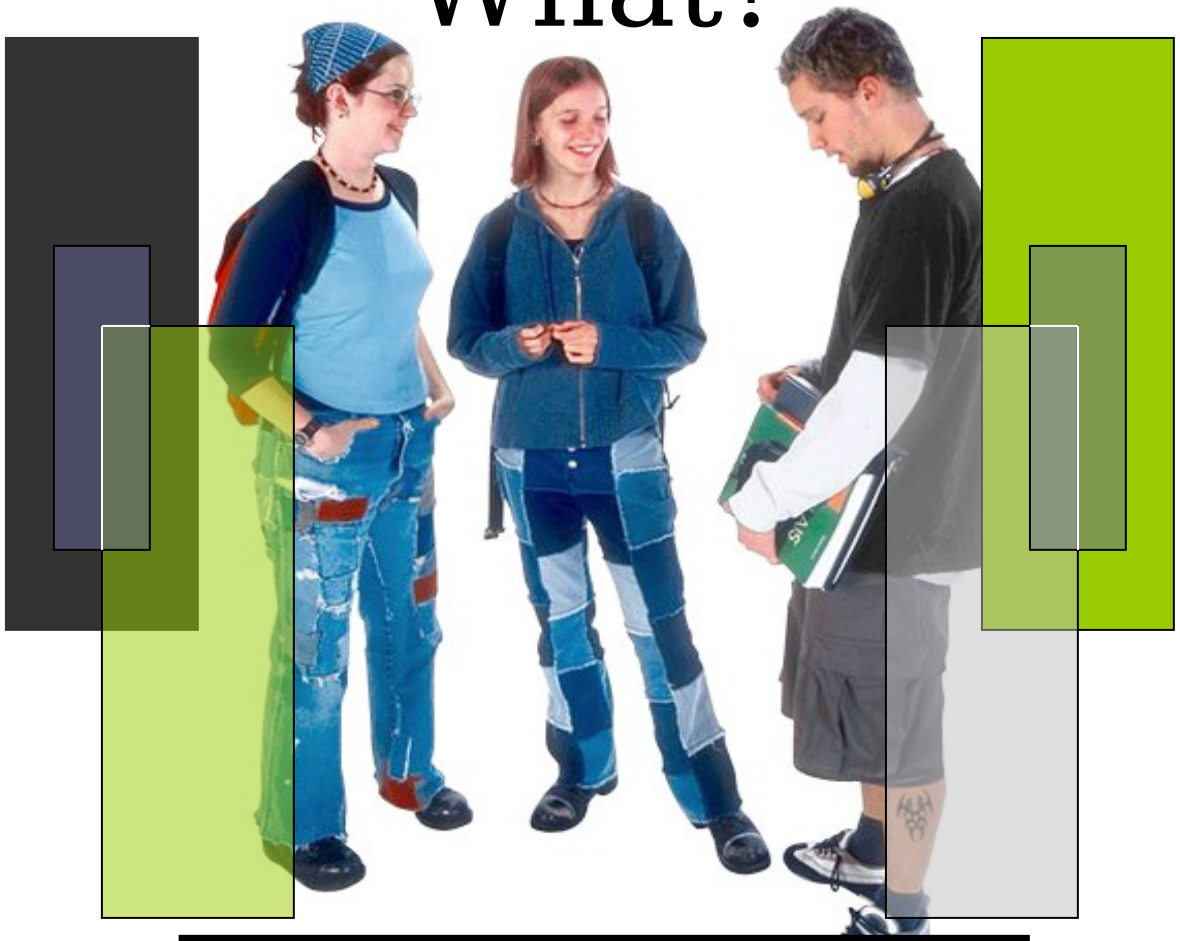
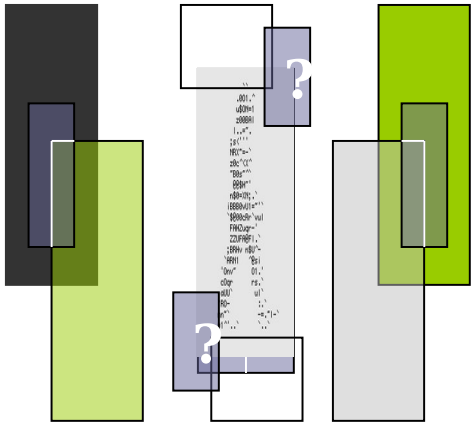
How Do You Know . . . Who Is Dealing With What?

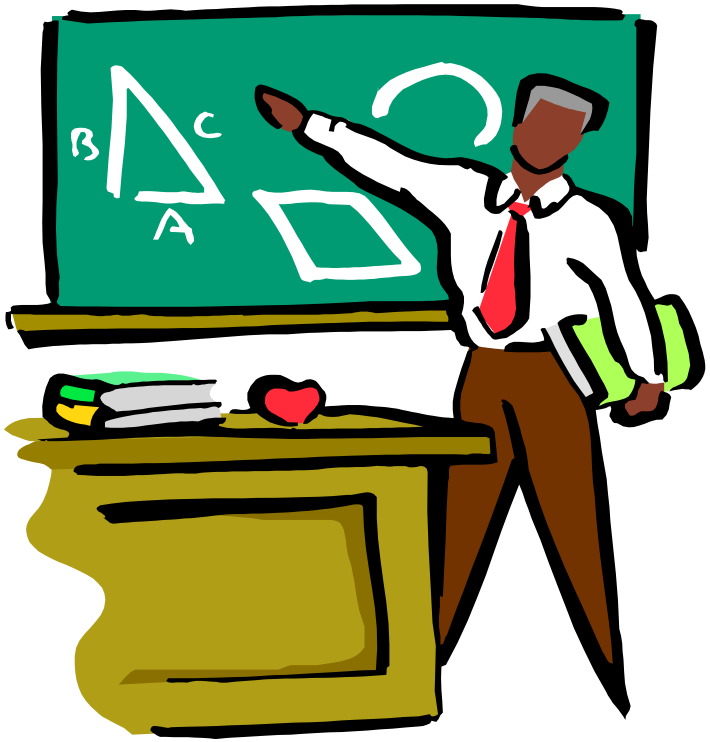


It’s Hard to Know …



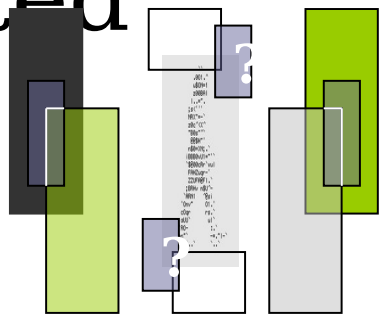
In the classroom, behavioral problems are best addressed from a preventive and pre-planning approach, not a diagnostic one.

What Role Do Teachers Play?



The most critical one

Early Responses Facilitated by Teachers -- in Phases



1) General – universal level

Protective methods (preventive)

2) Targeted

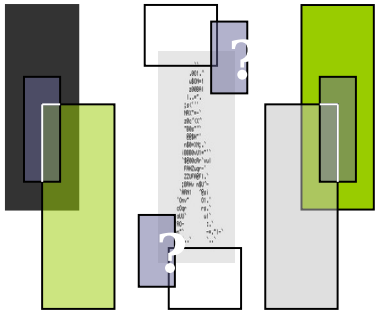
When universal protective methods get no response

3) Intensive

Behavioral Specialists, Social Work, Mental Health

See *"The Class is Out of Control…Again. Why?"*

Six key **concepts**
in re-direction and de-escalation



- Your influential role exists (positive contagion)
- Instillation of “hope” (the will to succeed & a plan to succeed)
- Eclecticism, praises & rewards
- View administrators as consensus builders (supports not solutions)
- View administrators as team members (part of vs. one up/one down)
- Record behavior (positives are generally to share – negatives are for you)

See *“The Class is Out of Control…Again. Why?”*

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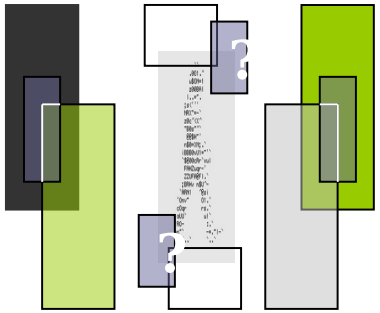
Key **classroom tools**
in re-direction and de-escalation



- **Offer Choices**

  Label options for academic/behavioral tasks (allow students to pick)

  - **Reprimand or Re-direct**

    "That's a mistake" vs. "that's possible, let's see what so-&-so says"

  - **Say What You Expect**

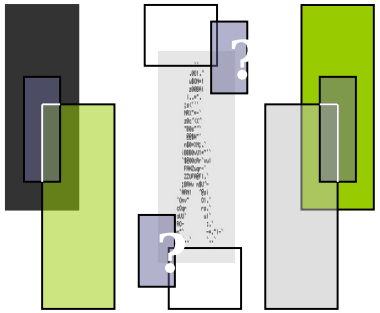
    "What I want you to do is … vs. "You can't do …"

  - **Use a Rationale**

    Why related to student

See *"The Class is Out of Control…Again. Why?"*

Key **classroom tools**
in re-direction and de-escalation



- **Teach early**

  Role plays and modeling/mirroring (even with the small stuff)

  - **Enlist Parents as Partners**

  Parents as helpers vs. someone you use as threats (make offers)

  - **Modify Teaching to Learning**

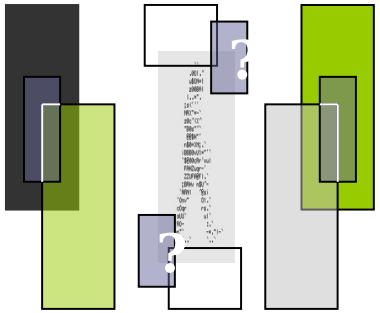
  Playful to games; emotive to expressions; bookworms to books…

  - **Include Children in Parent-Teacher Meetings**

See *"The Class is Out of Control…Again. Why?"*

Discussing *ly involve children*

Key **classroom tools**
in re-direction and de-escalation



- **Children Rule**

  Ask children to set-up daily rules (no, really … ask)

  - **Talk after class**

  Confronting in the classroom by offering to discuss after class

  - **They should – you should - "I should" & who should?**

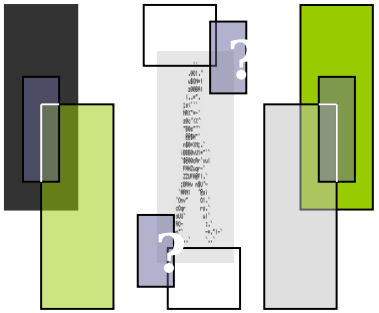
  "I don't know", "I'm sorry" and "I was wrong"

  - **Discipline: it's the last D**

  Many resources exist: use least to most restrictive – be willing

See *"The Class is Out of Control…Again. Why?"*

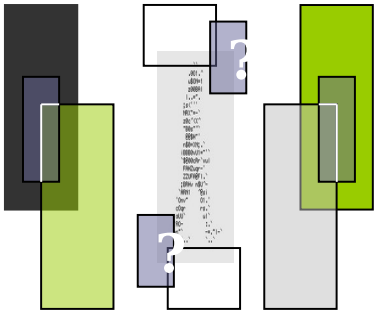
And Where it fails …



You simply turn up the heat …

- ***Willingly …***
- ***Persistently …***
- ***Methodically …***
- ***With Real Hope …***
- ***The Will & The Plan …***

How?

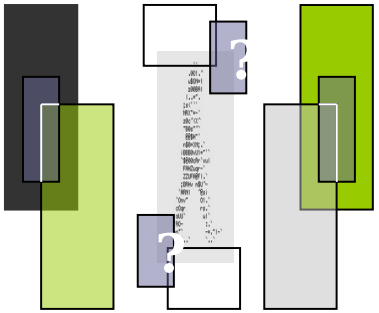


The heat is not hot

The Idea is not new ...

A key **instrument**

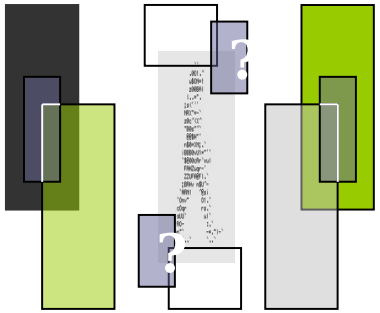
in re-direction and de-escalation



School Notes / Contingency Contracts

- *Most Easily* enable …
  - Teacher Input
  - Student Input
  - Teacher / Student Input
  - Teacher / Student / Parent Input
  - Teacher / Student / Parent / Social Work or Counselor Input

A key instrument
in re-direction and de-escalation



School Notes / Contingency Contracts

Easy to develop and modify

Used in the classroom between teacher and student and in the home

For single / multiple subjects and single / multiple teachers

Used for behavior, academics, attendance, or peer relationships

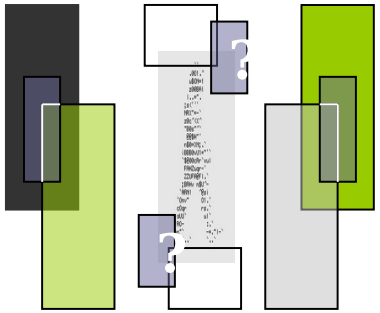
Modifiable to age/function levels of the child/parent

Addresses areas from minimal/great concern

Targets multiple areas, or can modify between areas, incrementally.

A key **method**

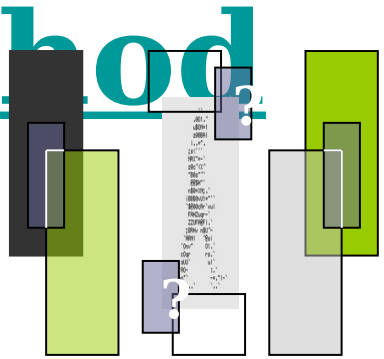
in re-direction & de-escalation



- The Meeting
- And The Meeting After the Meeting

instrument & method

in re-direction & de-escalation



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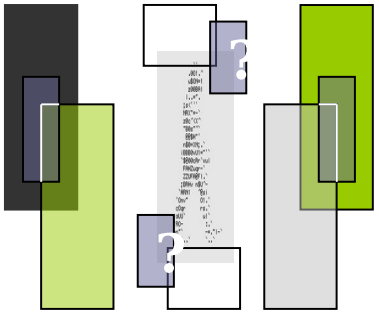
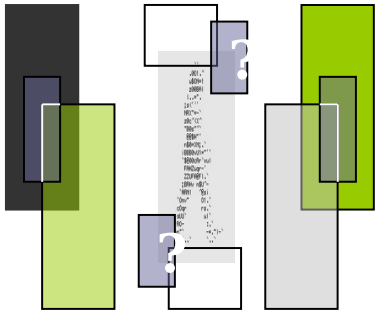
Roles & Phases (1)

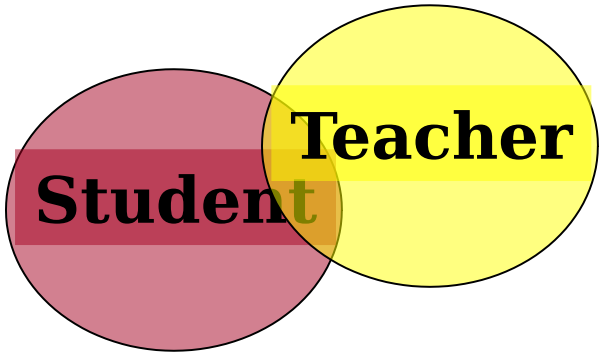


Teacher

Level / Phase 1: The teacher in this phase has accepted the six key concepts regarding self, administrators and the need for recording data. This phase records positive and negative behavior of youth as a monitoring mechanism. The purpose of recording behavioral issues for certain youth is to identify, in part, what the youth is doing well and if they're responding to concentrated efforts us

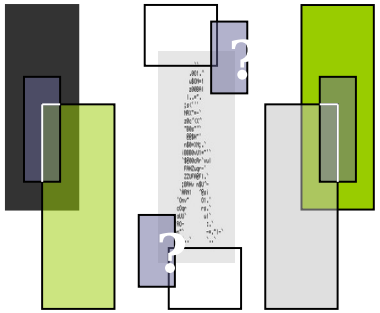
Roles & Phases (2)

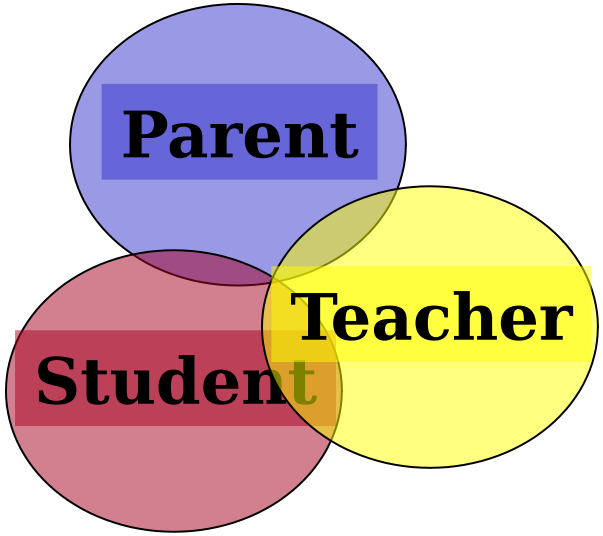




Level / Phase 2: This phase is for the student to become actively identify choices and rules that they would prefer in the classroom. This level begins with one-to-one meetings between the teacher and student following various re-directs and de-escalation attempts (and recordings). Parental involvement is not necessary but the idea of a certain kind of school note would be considered – and pre-a

Roles & Phases (3)





Level / Phase 3: The teacher initiates de-escalation and re-direction techniques by seeking the input, and partnership of parents. This phase of support for the student would almost always include a school note / contingency contract (developed by all parties as a team). Parental involvement is necessitated by ongoing behavioral problems in the classroom in spite of the prior teacher – student role

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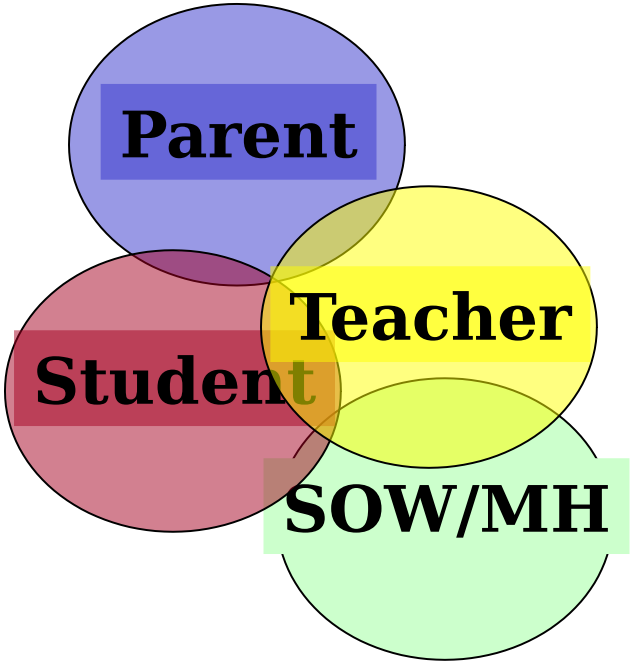
Roles & Phases (4)



Level / Phase 4: The teacher initiates de-escalation and re-direction techniques by seeking the input and cooperation of guidance counselors, social workers, and/or mental health providers. This phase of intervention includes ongoing school note / contingency contract use, and is necessitated by ongoing behavioral problems in the classroom in spite of the prior teacher – student role and the te

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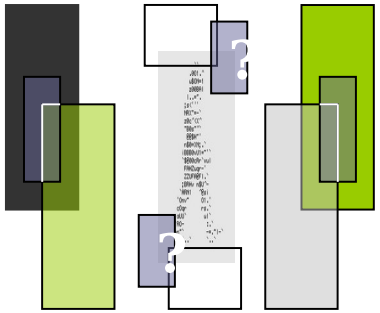
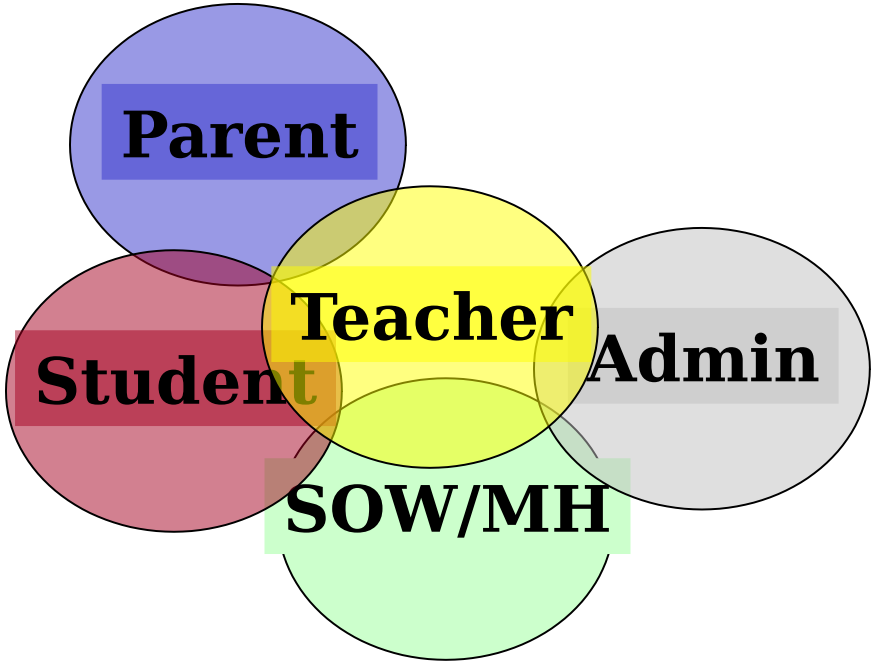
Roles & Phases (5)





Level / Phase 5: All prior attempts to address behavioral issues in the classroom have occurred, and have been unsuccessful. At level 5, the teacher role, the teacher – student role, the teacher – student – parent role, and the teacher – student – parent – SOW/MH role have all failed. Disciplinary action is probable, and the teacher, parent, and social work/mental health parties conceded that their eff

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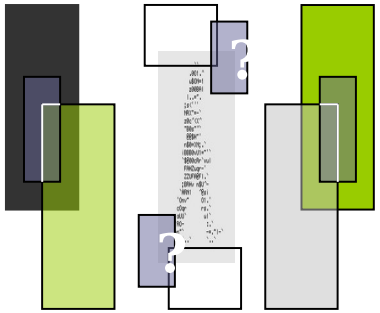
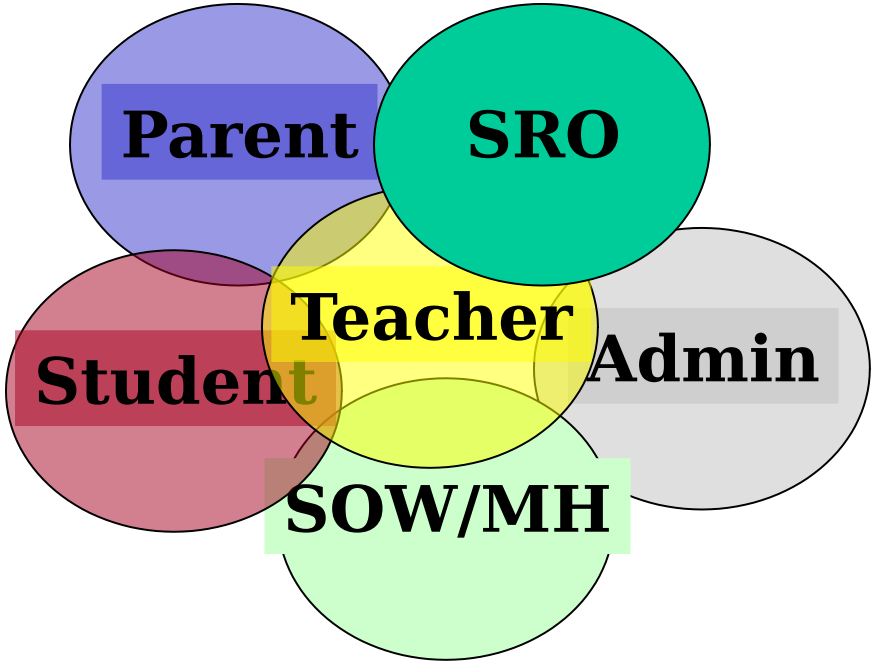
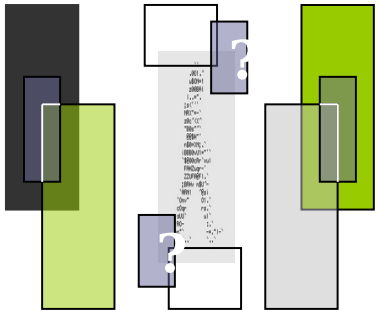
Roles & Phases (6)

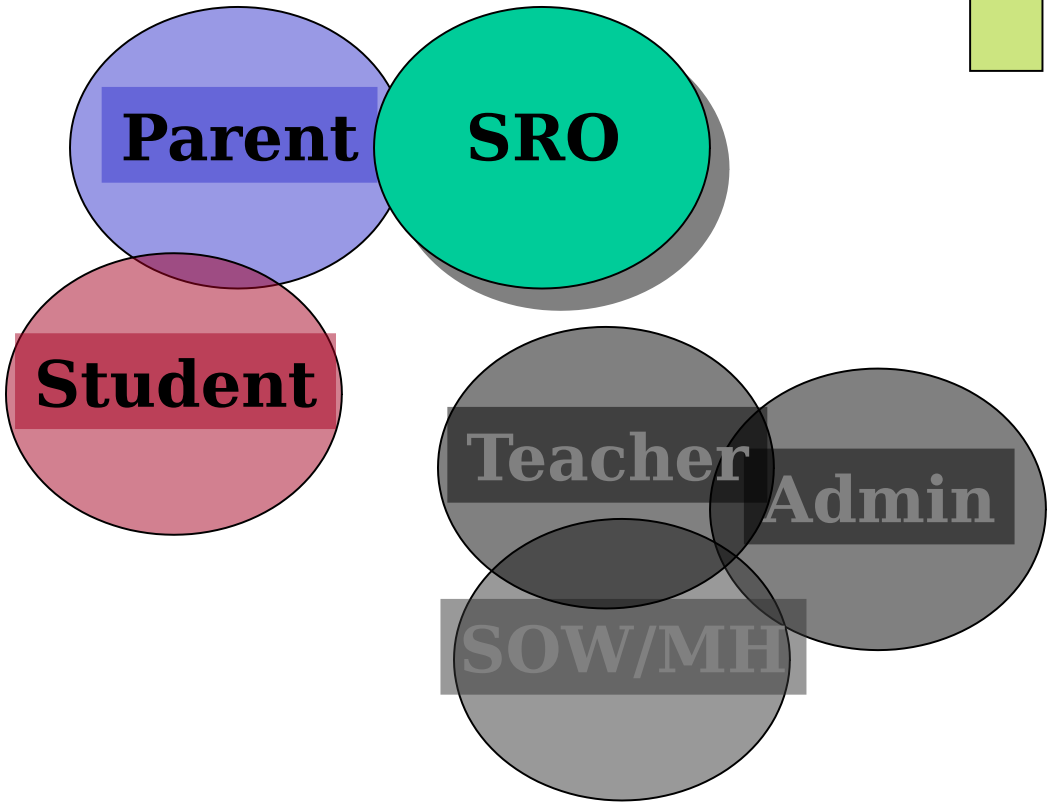




Level / Phase 6: With the SRO all prior attempts at resolution have been exhausted and the force of law is required to intervene. A key change occurs when law enforcement becomes necessary because the ability of teachers, students, parents, social workers and administrators to intervene become prohibitive in many respects.

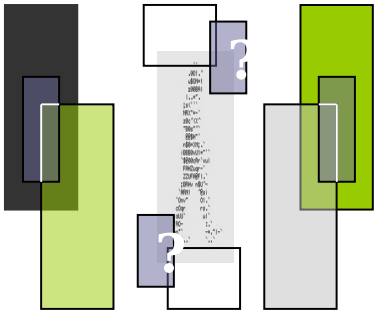
Roles & Phases (7)





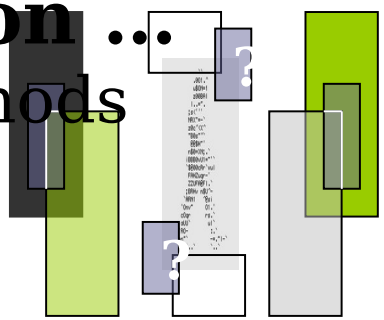
Level / Phase 7: The behavioral issues are operating at such intensity whereby dependency upon re-direction and de-escalation is no longer possible and school personnel relinquish instructional, behavioral and supervisory roles due to safety needs and/or various other dictates and mandates requiring the force of law.

Protective Role Plays



Re-Direct?
De-escalate?

Re-direction and De-escalation …
Concepts, Tools, Instruments, & Methods

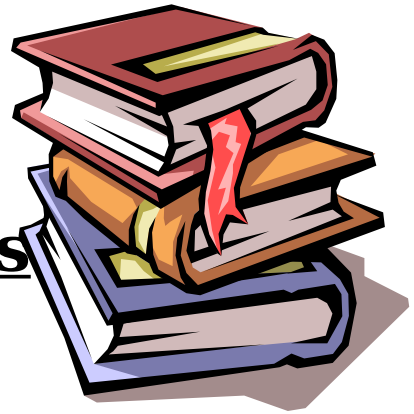


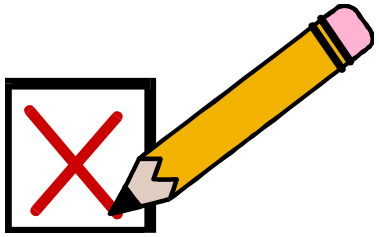
Shifts the view of classroom problems from … full disciplinary actions and "other-centered" methods, to teachers - those who skillfully, in-directly and without intensity of escalation change the classroom …

"Causes" to "Cures"

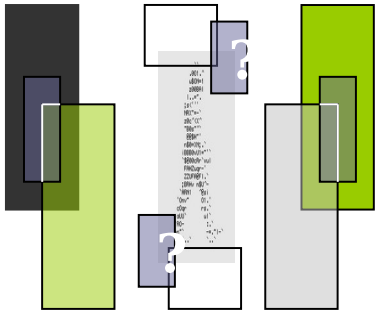
Errors to Expectations

Personalities to Principles





EVALUATION



- Please take a moment to complete the evaluation form in your folders.
- These forms will be used to obtain your comments and feedback, and to assess the de-escalating & re-directing behavior in the classroom presentation.